**Rap Sheet**

**Bum Profile**

Your search for the following individual, Bum of the Month , yielded the following historical results:

•  spent several years driving boats on river without incident

•  fled unit during war and fled west to get away from fighting

•  left elderly Mom and Dad at home (in battlefield) during war time

•  got a job as a secretary to a secretary only because his brother could get him in

•  left job to look for gold in the mountains

•  fled Nevada after being challenged to a fight he knew he could not win

•  took a job as a newspaper reporter

•  drank too much and spent all night in bars

•  fired after being arrested for drunken conduct and writing controversial, agitating stories

•  considered suicide

•  declared bankruptcy

•  went back to mountains to look for gold

•  spent all time at the local bar “Angel's Camp”

Predictions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Bum Profile Rap Activity Instructions**

* Have students carefully read the “Bum Profile Rap Sheet” and ask students as they are reading to think about and develop a description of the person profiled on this description. Encourage students to share their descriptions. (*Answers will vary.)*
* After students read the profile, have them complete the bottom of the worksheet, which asks them to make 3 predictions as to what will happen to this “bum” when he “grows up.” Give students a few minutes for this and encourage them to be creative and state why they think what they think.
* Ask students to share their predictions. Be sure to ask them why they are making the decisions they are making to draw out discussions of their own biases and prejudices. (*Answers will vary.)*
* Ask students what they think of when they think of a writer. Ask them to describe the kind of person they see. Encourage them to use vivid adjectives. Ask the students to draw the person they create on the board. *(Answers will vary. Most likely, students will draw an intellectual with glasses, knock-knees, and a pencil.)* Ask the students to vote on which drawing looks the most studious or like a writer.
* Ask students for a show of hands as to who has ever heard of the author called Mark Twain. Tell them that this was Mark Twain's life, or rap sheet, before he became the most famous writer in American history. Explain to your students that they are about to learn about Samuel Clemens, or Mark Twain, the most famous writer in American history. Discuss how their description of their writer matches up with Twain and his life. Ask them what this means to their judgments of people and themselves. (*Guide students to discussions of judging people on past behavior and on how they look and act. Encourage a discussion of acceptance of people that are different than us. Encourage them to discuss the diverse paths that life takes to success.)*